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pose a fitting epitaph on the English subjunctive, but, in the meanwhile, the English subjunctive continues to be quite lively—for a corpse—as, witness these two that got in the wrong box.

Under "Verb Phrases with *had*" is the example, "*He had better not come at all than come too late, or He would better not come at all than come too late.*" So *would better not come* has won recognition at last! It has long since been "newspaper English," and might still serve as a useful example of "schoolmaster's English," the kind that parses easily and adapts itself readily to the Diagram, that Apollyon of effective idiom. It must needs be that offenses come, but the woe, I thought, had been pronounced only against the diagrammarians of America. The *New English Dictionary* (under "Better") devotes a paragraph to *had better*, but there is no hint of any *would better*.

Verbs are classified as "Regular" or "Irregular." Regular verbs are said to be formed "by adding *-d* or *-ed* to the uninflected form of the present;" and yet *hear* is found in the list of irregular verbs! Ought not grammarians to show faith enough in their own rules to follow them?

The grammar closes with a chapter on "Analysis and Diagram," in which are displayed the familiar pitchforks and grasshopper skeletons.

COLUMBIA, Mo.

EDWARD A. ALLEN

A Selected List of Plays for Amateurs and Students of Dramatic Expression in Schools and Colleges. By S. A. MCFADDEN AND L. E. DAVIS. Cincinnati, 1908. Pp. 96.

With the growth of interest in the drama among high schools and colleges has come a demand for plays suitable in moral tone and literary distinction for amateur production. To everyone, therefore, interested in amateur acting *A Selected List of Plays*, compiled by Elizabeth A. McFadden and Lillian E. Davis, will be a great boon. In this book are contained the names of some five hundred plays, with the name of the publisher, the price, a brief description of the nature of the play, the number of characters, and, in a word, just the information needed for the intelligent selecting of a play. The book is on sale by Miss McFadden, Box 328, Cincinnati, Ohio.

THE UNIVERSITY OF CHICAGO

S. H. CLARK

The Demonstration Schools Record. Edited by J. J. FINDLAY. Manchester: The University Press, 1908. Pp. 126. Price, 1s. 6d. net.

This is the second number in the "Manchester University Educational Series," the first of which was Dr. Sadler's *Continuation Schools in England and Elsewhere*. The editor of the present number, Professor Findlay, has been active in bringing to English schools the results of the work of two men who have influenced him professionally—first, as an outcome of his studies at Jena—Herbart, and, later, Dr. Dewey. In the first volume of the *University of Chicago Record* is published an address at Chicago by Professor Findlay in which he recalls Kant's interest in the idea of an experimental school and discusses the need and possibilities of that phase of school activity. Recently he has brought together in a small shilling book a representative collection of

Dr. Dewey's educational essays. It is to be hoped that this may be done in America as well at an early date. Professor Findlay now holds the Sarah Fielden professorship in education at the University of Manchester. The *Record* now issued includes in an appendix an account of the educational services of Mrs. Fielden for which she was given the degree of Litt.D. by the University of Manchester. In a second appendix is given an extract from the trust deed and by-laws of the Fielden school. Details of organization are carefully stated, so that other institutions moving in the same direction can easily profit by the present experience. The statement is suggestive to Americans of how much wise management can accomplish with comparatively small sums of money.

The book opens with an introductory note in which is stated the plan of a series of publications "to acquaint subscribers and others interested in education with the work of these two demonstration schools, and with the nature of the investigations which center around them." These schools are laboratories for the use of the department of education. Attention is called to the reports of similar undertakings at Jena, Chicago, Teachers College (Columbia), and Armstrong College. Then follow seven sections on "The Study of School Children," "Study of Curricula and Method," "The Syllabus of Science Teaching," "The First Year's Course in French," "Problems in the Corporate Life of School," "The Control and Financial Support of Demonstration Schools," "Handwork in History Teaching." Several members of the department and of the schools contribute, among them Dr. Sadler who co-operates in the last section, adding material from the course of the Village Hall School at Weybridge, Dr. Sadler's home. This inclusion of work from other schools illustrates the broad scope of the plan. A part of the first section is by Professor H. Thistleton Mark, whose extensive study of experimental and other schools in America a decade ago brought him into close acquaintance with many school workers.

It would be interesting to discuss details of this work but one needs to get at it first-hand. The influence of Dr. Dewey is evident throughout, but the intention is clear that these schools shall be rather more conservative than was the Chicago school. The "correlations" of Professor Findlay's Herbartian days are somewhat in evidence.

Knowing the amount of material in physical measurements collected by some schools that has been shown to be practically worthless because not properly taken, one cannot but regret that this school is not starting off its measurements with as scientific precision as present-day knowledge affords.

The sections dealing with the various subjects are suggestive but their value will be more evident in later reports. The chapter on "The Corporate Life of School" is perhaps the most significant. A very democratic spirit is shown in the organization of life within the school and in the recognized function therein of the parents as individuals and as a body. The account of the exodus of the school to the country for a fortnight each summer shows an advance movement and an intelligent appreciation of the problems and possibilities of this development.

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